DOCUMENT RESUME

ED 046 522 PS 004 219

TITLE Expressions of Identity: The School-Age Child. 1970 White House Conference on Children, Report of Forum 3. (Working Copy).

INSTITUTION Department of Health, Education, and Welfare, Washington, D.C.

PUB DATE 70

NOTE 27p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29

DESCRIPTORS *Action Programs (Community), Art Teachers, *Childhood Needs, *Community Resources, Counseling Programs, Cross Age Teaching, Cultural Enrichment, Environmental Criteria, Family Involvement, *Self Concept, *Self Esteem

ABSTRACT

The focus of Forum 3 was to recommend action-oriented programs to help the school-age child find and use already-existing community resources to help him develop a positive identity. Specifically, the following components are recommended: (1) The Cultural Voucher system, in which children ages 3 to 16 would be able to purchase enriching goods and services, with the help of a Cultural Broker, or adviser. (2) An Environmental Planning Commission, composed of persons trained in design and child development, who could help direct city planning to make the city a better place for children to live, to play, and to learn. (3) The Gatekeeper or Second Family, a helping family or person to whom children can turn for help in problem solving when the parent is inappropriate or unavailable. (4) The Artist-Teacher in the School, a program which would involve community artists in the educational system, making the creative process an integral part of learning. (5) Support for Cross-Age Tutoring Programs, which help both the older and the younger youths involved, in learning and identity formation. The underlying philosophy of the recommendations of this forum is that what is needed is not more available activities, but more genuine ways of being and of relating to other people. (Author/NH)

ORIGINAL DOCUMENTS

THAT MUST BE RETURNED TO

Educational Resources Information Center/Early Childhood Education
University of Illinois at Urbana-Champaign
805 W. Pennsylvania Avenue/Urbana, Illinois 61801

ERIC CLEARINGHOUSE ON EARLY CHILDHOOD
EDUCATION
805 West Pennsylvania Ave.
Urbana, IL 61801

Attention: James E. Ennis

ERIC/ECE

PS004219, 4223, 4226, 4228, 4229
4232 4231, 4234, 4220, 4225, 4227,

(THIS IS A WORKING COPY - SUBJECT TO FURTHER MODIFICATION)

EMBARGO

NOT FOR RELEASE UNTIL 12 NOON
DECEMBER 8, 1970

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED046522

EXPRESSIONS OF IDENTITY: THE SCHOOL-AGE CHILD

Report of Forum 3

1970 White House Conference on Children

PS004219

(THIS IS A WORKING COPY - SUBJECT TO FURTHER MODIFICATION)

CURRENT STATUS

Of all the forms of impoverishment that can be seen or felt in America, loss of self -- a sort of death-in-life -- is surely the most devastating. It is, even more than the draft and the Vietnam war, the source of discontent and rage in the new generation. Beginning with school, if not before, an individual is systematically stripped of his imagination, his creativity, his heritage, his dreams, and his personal uniqueness, in order to fit him to be a productive unit in a mass technological society. Instinct, feeling, and spontaneity are suppressed by overwhelming forces. As the individual is drawn into the meritocracy, his working life is split from his home life, and both suffer from a lack of wholeness. In the end, people virtually become their occupations and their other roles, and are strangers to themselves. Blacks long ago felt their deprivation of identity and potential for life. But white "soul" and blues are just emerging. A segment of our young people are articulately aware that they, too, suffer an enforced loss of self -- they, too, are losing the lives that could be theirs.[1]

This forum has focused on action-oriented programs which will enable the American school-age child to find and use those community resources that will help him to develop a positive identity. Our definition of identity implies the discovery and expression of one's self and one's special place in the world. This identity can be enhanced by recognizing and using creative resources in

increasingly productive ways as a child moves into society. It is demonstrated by actions through which the child sees himself making things happen. The more completely and positively the sense of identity takes hold in the child, the more successful he will be in coping with and enriching his society.

The child's sense of self is in danger when he cannot answer such questions as "Who am I" and "What difference do I make to the world in which I live?" Many of today's children cannot satisfactorily answer these questions, in part because many traditional sources of identity are either in the process of change or are ambiguous. Each child needs to understand what it means to be a physical, sexual, and emotional being aware of all the sensations of life.

If we believe that each child is unique and that everyone and everything around him fosters or hinders his own sense of uniqueness, then the family's paramount role in developing a child's identity is unquestionable. Parents, by example, communicate to their children their attitudes of self-worth, moral values, reactions to pressure, acceptance of others, and aesthetic appreciation. Parental care, respect, and love will enforce the child's sense of self and tell him he is "someone," a person of value. Conversely, if parents physically, emotionally, or mentally abuse their children, serious identity problems will evolve.

While children gain their initial conception of "maleness" and "femaleness" from parental example, sexual roles are further defined in stories, television shows, or movies by protagonists

who portray currently fashionable masculine and feminine qualities. Commonly, little girls are shown a heroine who unquestioningly expects to fulfill herself by becoming a wife and mother, and little boys are presented with the Hollywood western hero who achieves his manhood through conquest -- of the environment, an enemy, a competitor, or an unwilling lover.

Skyrocketing divorce rates, however, have discredited romantic love, and women's equality groups are advocating that woman's role not be limited to wife and mother. Moreover, the male hero image is being questioned by those who insist that gentleness, creativity, sensitivity, and compassion are also male qualities. Dr. Mary Calderone, author and director of the Sex Information and Education Council of the United States, suggests that what is needed is:

> ". . . a joint realization from the very earliest years that participation in all life processes is related to being human rather than to being sexual. Therefore, it is not so much competitiveness or aggressiveness or submission to exploitation by either sex by the other that is at issue, as the opportunities each one of us, being human, can find to enjoy and be enjoyed by . . . members of the sex that is not ours as well as of the one that is."

Families play the primary role in the early formation of love, trust, and security, which are vital to the development of a healthy personality. Another essential part of self-awareness and self-appreciation occurs when children learn to understand and cope with their own emotional needs, desires, drives, and reactions. By accepting emotions as part of their normal personalities, children can then cope with these feelings in themselves as well as in others.

(THIS IS A WORKING COPY - SUBJECT TO FURTHER MODICATION)

The child's discovery and development of his physical prowess is crucially important to the development of his identity. To a child, his body and what he can do with it is his identity. Most of his activities -- play, artwork, dance, "self-expression" -- depend upon physical motion and aid his development of confident, skilled muscular movement, and control.

If the child is not hampered by excessive restrictions, he will take great delight in physical skills and he will experience vicarious delight in identifying with traditional cultural heroes. Moreover, the impressive feats of these heroes provide the child with models to emulate and further encourage the development of his physical identity. However, if adults or peers pressure the child to perform when he is unwilling or unable, his conception of himself as a failure may adversely affect his future attempts in other areas.

The sources of identity expand when the child begins school. At this time the child needs a flexible environment in which to explore his own identity and to discover the creative resources within himself. Perhaps even more critical than the physical school environment is the quality of interaction between children and their peers, teachers, and administrators. All too often, however, teachers' methods, the curriculum, and the system itself -- the concept of desks, bells, taking role, and the "sit still and raise your hand" conditioned response -- militate against the emergence of the child's unique self. Because the learning process is discussed in forums 5 through 9, it will not be detailed in this paper.

(THIS IS A WORKING COPY - SUBJECT TO FURTHER MODIFICATION)

The child moves within a limited geographical area or neighborhood whose inhabitants and institutions provide identity-forming experiences. The child will be affected by such factors as whether he lives in overcrowded slums or split-level houses, and by whether he plays in a yard, in a field, or on a city street. Beyond the child's daily neighborhood orbit lies a wider world of experience. In this "world orbit" are persons, places, and things that are "out there," including the mayor of the city, the art museum, television, and the sport stadium. Positive interaction with this world will enrich the child, foster his sense of identity, broaden his knowledge, deepen his emotional security, and develop his ability to respect new and different people, ideas, and situations. Such positive interaction, however, is extremely difficult since the present generation perceives an environment of a size and complexity beyond comprehension. The noise, pollution, and impersonality of our cities are hostile to the child, who is frustrated by his inability to manipulate or comprehend this milieu.

The consequences of the breakdown of healthy and functional identities are already manifest in our society. Anger, frustration, revolt, and finally escape are realities that need no documentation. If some action is not taken, the results may be:

1. An increased number of suicides and a greater use of drugs and other means of "dropping out of society" by children and young adults.

2. Frustration leading to increased hostility and aggression as the only alternative to those who do not "drop out."

3. A loss of human energy and creativity that will result in the undermining of the democratic process itself.

PS 004219

(THIS IS A WORKING COPY - SUBJECT TO FURTHER MODIFICATION)

RECOMMENDATIONS

Since healthy and functional identities are vitally important, Forum 3 recommends that a system be established to provide every American child with the widest possible range of experiences that enrich and expand his sense of identity. Because the roles of the family and school are treated by other forums, we have chosen to concentrate on the community level, emphasizing how to make already existing programs, services, and activities more accessible to all children. Specifically, we recommend:

1. The Cultural Voucher System
2. An Environmental Planning Commission
3. The Gatekeeper Family
4. The Artist-teacher
5. Youth-tutoring-youth Programs.

RECOMMENDATION 1: Cultural Voucher System

This program defines "cultural" in the broadest sense, including all enriching experiences. For example, bread-making, kite-flying, and scientific investigation are considered "cultural," as are children's museums and storefront art galleries. The Cultural Voucher Program is a special currency system, which permits the buyer to purchase cultural goods and services conducive to positive identity development. The vouchers would be distributed to every child between the ages of three and sixteen and would be funded directly by income tax revenues. Children would use their vouchers to purchase goods and services directly from private and public institutions and individuals capable of

fulfilling their particular needs and providing them with enriching experiences. Institutions and individuals would be required to accept vouchers on a "first come, first serve" basis. For every young child, the decisions on how and where to spend his vouchers would be shared by his parents and a community adviser. As the child grows older, he would assume more and more of the responsibility for spending his vouchers until, at age sixteen, all decision-making would be his.

A community adviser -- or cultural broker -- would facilitate the voucher system of payment for cultural services. He will be available to families who need help in assessing their children's cultural needs, ascertaining the available resources that might meet those needs, choosing the most promising resources, and securing the services. The cultural broker, as a person who understands children's needs, will be informed on the availability of neighborhood and regional resources and skilled in directing the child to these resources. Like other brokers, he will be a private entrepreneur, licensed by cultural boards and supported by a commission; he will receive a percentage of the vouchers paid by his clients to individuals and institutions for cultural services received.

To ensure the effectiveness of the voucher system, this forum further recommends that volunteer-citizen cultural boards be established at various neighborhood, regional, and national levels. Board members would be elected by children, parents, teachers, artists, and others living in the neighborhood. The cultural board

would be responsible for surveying the cultural needs of the community and coordinating existing cultural resources to fulfill those needs. It would also undertake studies to evaluate how well resources meet the community's needs, and sponsor and stimulate the development of new resources. Standards for the cultural brokers, fee schedules for cultural resource agencies, and commission percentages for brokers will also be established by the cultural board. We intend that licensing criteria for participating institutions and individuals, developed by each board, will be imaginative and flexible and reflect an understanding of culture in the broad sense. Financing for such items as staff, consultants, and travel for these cultural boards could come from licensing fees charged to the approved cultural resources and brokers or from licensing fees added to the normal construction permits.

Forum 3 believes this program will have the following consequences:

<u>On the Child</u>

1. All children, regardless of their economic, cultural, or physical status, will have equal access to cultural resources.

2. Each child, with guidance, will be able to arrange a program of services uniquely tailored to his developing needs.

3. Each child will be encouraged to develop the capacity to select wisely from an array of cultural opportunities.

4. The ethnic identity of each child will be fostered by the opportunity to purchase experiences related to his own heritage.

5. The child's active participation and decision-making will increasingly reflect his sense of who he is, what he likes, and what he wants to become.

On the Family

6. Children and parents will actively experience their mutual interdependence as they decide together how to gain the fullest mutual benefit with the vouchers.

7. The family will see itself as having the major responsibility for developing the child's judgmental faculties.

8. The family will see the necessity of responding to the child's needs as he sees them.

9. The parents will enjoy improved self-concepts as they are financially able to provide their children with the cultural experiences they need.

On the School

10. Pressure will be exerted on the schools to broaden their educational scope to respond to the specific needs of children.

11. Interaction between the school and community programs will be greater.

12. School facilities will be used to greater community advantage.

On the Community

13. Children and the adults who work with them will have the means to culturally improve their neighborhoods with people, ideas, and materials of unusual richness and significance.

14. The child and his family will enrich the community as planners of community events.

15. The community will be enriched because the child can spend his vouchers to benefit the community.

On Cultural Resources

16. Cultural resources will become more responsive to individual and community needs.

17. Cultural institutions will gain greater financial support.

The success of any program for the enrichment of children depends on how responsive it is to real needs. In all probability, responsiveness depends on the degree to which the children, parents, teachers, group workers, resource people, and paraprofessionals hold the reins of power, particularly the purse strings of the programs. The Cultural Voucher System[2] is designed to make these existing programs more responsive and, therefore, more effective.

Further research, however, is needed on financial implications of the Cultural Voucher System (1) at the federal, state, and local level and (2) on existing cultural, educational, and social institutions. Before the program is implemented on the federal level, individual communities could set up charettes to determine their needs and required resources.

RECOMMENDATION 2: Environmental Planning Commission

Play is a self-directed, self-sustained, learning experience which a child does naturally and continually. Our present city structure relegates a child and his playing to designated spots -- the playgrounds, the schools, and the parks. But a child wants to play where he lives and the street is the place he naturally goes to. However, adults tell him that he does not belong there, and so the child is unwelcome in the heart and main arteries of the city's busy life. This need not be the case. Children can be part of the city; a great variety of facilities can be designed for children.

(THIS IS A WORKING COPY - SUBJECT TO FURTHER MODIFICATION)

To return the city to its children and reinstate the environment as a positive force in the emerging identities of our children, this forum recommends that Environmental Planning Commissions become a part of the Voucher System's Cultural Board. These commissions would be composed of persons trained in design and child development who would advise architects, government agencies, and businesses to ensure that children's needs are adequately met in the design of new programs, facilities, and products. Children would help evaluate potential designs and indicate which elements they prefer. The commission would:

1. Set guidelines for all construction and planning projects funded by the state and federal governments, FHA loans, or other agencies guaranteeing mortgages.

2. Help orient architects and planners, criticize design, and finally accept or reject a submitted plan.

3. Inspect projects and approve construction.

4. In conjunction with the cultural boards, provide plans to any child-serving agency operating with public funds for any needed facilities.

5. Be aware of all regional and city planning programs for its district as well as urban redevelopment programs, and establish and maintain a program to suit children's needs.

Examples of what the commission could do to make the city a better place for children to live and play include designing buildings (power plants, factories, public utility companies) with observation stations so children could see what goes on inside, providing vantage points for viewing construction sites, and setting up booths to provide information on what is happening at a construction site. The street could be redesigned with

median strips supporting small play structures; fences and railings could be designed with play potential; and weather instruments for measuring wind and temperature could be placed on the streets.

RECOMMENDATION 3: The Gatekeeper or Second Family

Our third recommendation, which could be considered part of the services offered by the Cultural Voucher System, is the recognition and support of the "gatekeeper"* or second family.

In the past the child, confronted with crises associated with development and everyday existence, could seek help from a closely knit family and its individual members. The traditional extended family included not only parents and children, but often grandparents, aunts, uncles, and cousins. There were many "significant" adults for the child to relate to and identify with, if not in the same house, at least within close proximity.

Now, however, many families are headed by one parent; both parents may work outside the home, and too often parents are not available when needed. Yet, the child needs and has a right to have a trusted and valued adult friend. Most important of all, he must not be left alone to face personal crises.

The neighborhood gatekeeper or "helping" family will help meet this need. The helping family is the family or person to whom children turn for help in problem solving when the parent is inappropriate or unavailable. It is the family to whom children naturally gravitate because the gatekeeper's personality and behavior characteristics enable children to relate to him as a trusted

---

* The person who keeps the group functioning.

friend. The gatekeeper, who may be anyone from a lay minister to the corner druggist to a mental health or social worker, is in a position to prevent, or at least intervene, in crises or trouble when a child cannot obtain counseling from his own family.

This forum recommends that a pilot project be established to investigate the feasibility of lending support to gatekeeper families or individuals.

The gatekeeper family should be established under the following criteria (subject to modification based on research and experience):

1. The gatekeeper family should be given support and recognition so they can aid children in trouble or crisis; provide a model for other parents in the neighborhood; stimulate neighborhood concern for children; work closely with the cultural board; direct children to other helping agencies.

2. Mental health and social workers would identify the family after consulting adults and children in the community. The cultural board could approve the selection of the family.

3. Once identified, the family should willingly accept the position. In many cases, the family will already be functioning as the gatekeeper in an informal way.

4. The family should be readily available to children. Consequently, it is important that the father of the family not be away from home for a large part of the day. Possibly a father with an 8-hour-a-day job might be funded so that he would be paid for a full day's work but only spend a half day on the job.

Financing the Gatekeeper Family

Several alternatives are possible:

1. The cultural board could allocate money to the family.

2. The Cultural Voucher System could be used to partially support the family.

3. Since local business and insurance firms are concerned with preventing crime and trouble in their neighborhoods, they should be approached as possible sources of financial support.

4. The private sector could contribute one half of the salary of an employee so that one half of his time could be spent in the neighborhood.

It should be emphasized that the role of the gatekeeper family is to complement and supplement the role of existing families, not usurp that role. The gatekeeper family reinforces the child's own family and participates with institutions in crisis intervention.

The cultural board in each neighborhood could be responsible for linking the gatekeeper family and local business and insurance firms for community action and financial support.

RECOMMENDATION 4: <u>The Artist-teacher in the School</u>

As a possible part of the Cultural Voucher System, this recommendation advocates that community artists become part of the educational system. Very often, children who are bored or disenchanted with formal education find the arts appealing. They offer the child a chance to see himself in the various roles he is playing and will play in the future and an opportunity to use himself totally as an expressive tool.

The artist-teacher is a specialist -- a painter, a dancer, an actor -- who is directly involved in his own art at least half his time and spends the remainder working with teachers and students. His specific educational function is to help make the creative process an integral part of learning.

The artist-teacher may also be defined in the broadest sense, that is, as a person helping a child achieve his potential in creativity, awareness, and appreciation. Since the painter, dancer, singer, or sculptor must have excellent control of his basic instrument -- his body -- physical skills are essential. Hence the person who teaches the child to use his fingers, hands, arms, legs, and vocal cords may be considered an artist-teacher.

The artist-teacher should be utilized first in the city colleges and public school systems, since innovations can most probably be effected in areas where the pressure for change is greatest.

The Locus of the Artist-teacher

Schools of education should emphasize practical teaching experience so their students will be immediately and personally aware of problems. A significant portion of a future teacher's training should be devoted to the discovery and freeing of his own creative resources. This can be accomplished through contact with artist-teachers working in urban schools.

Artist-teachers should participate in in-service training for public school teachers on all grade levels. They should conduct workshops; visit classrooms for observation, consultation, and team-teaching; work directly with student-instructors teaching their own specialty; and team teach with regular teachers. The artist-teacher should also help the student learn how to teach the process to other students so their own learning experiences are expanded and reinforced.

(THIS IS A WORKING COPY - SUBJECT TO FURTHER MODIFICATION)

Implementation

1. The first step is to locate artists in a given community who have had positive teaching experiences and/or are sincerely interested in teaching.

2. Pilot workshops should be arranged at which artists can demonstrate to teachers, students, and community members not only their technique and skill but how the creative process can be applied to personal growth and development.

3. The teacher and artist should work together to build a sustaining program. Experienced community members (parents) might be included in the planning.

4. The program plan should be submitted for the approval of either a school principal or the superintendent of schools.

5. Federal funds are already available for artist-teacher projects; however, the Cultural Voucher System would enable the school, the individual teacher, or a small group of students to bring in the expertise of a particular artist.

6. The program must include some in-service teacher training. Once the positive effects of such a training program have been demonstrated, the nearest school of education should be approached.

7. When sufficiently supported by college faculty members, a program for artist-teacher training on the college level should be presented to the dean by one of the faculty.

8. All programs should include youth-teaching-youth elements so that immediate tie-ins can be made between college and high school work and high school work and the elementary schools.

RECOMMENDATION 5: Support for Youth-tutoring-youth Programs

This forum recommends that already existing cross-age tutoring projects be continued and expanded. Such programs:

1. Increase the learning capacity of both participants,

2. Give the younger child an opportunity to identify with a significant other,

3. Enable the older youth to have a positive sense of accomplishment,

4. Can aid in the formation of a positive ethnic identity, since the younger child is exposed to an older member of his ethnic community who is a responsible, caring, and achieving person,

5. Underline the concept of the big brother/sister role important for children who come from one-parent homes.

RESEARCH AND EVALUATION

Forum 3 recommends a site be chosen immediately as a testing ground for our recommendations. Funds could be applied for through the Child Welfare Research and Demonstration Grants Program which was made possible under Section 526, Part 3, Title V of the Social Security Act as amended by the 86th Congress in 1960. Appropriate research should be conducted to ascertain:

1. Do they significantly influence the development of the child's identity?

2. Under what conditions do they function best?

3. What are their effects on the school, neighborhood, region, and nation?

The underlying philosophical and psychological principle of this forum and its recommendations is that what is truly needed is <u>not</u> more available activities but more genuine ways of being and relating to others. As stated previously, the alienating loss of self is the most devastating form of impoverishment. We believe that regaining one's self depends upon the enrichments of self-awareness and functional interpersonal relationships.

Consequently, for our program to be truly effective, cultural brokers, cultural board members, teachers, artists, and all others involved in the project must learn to relate properly -- that is, communicate effectively -- with each other and with children. Such sensitivity training, or exercises in interpersonal processes, is an essential part of the child's growth and development as well, and he should be able to purchase this training with his vouchers. We believe that the quality of interpersonal relationships at every level of the project will eventually determine its success.

(THIS IS A WORKING COPY - SUBJECT TO MODIFICATION.)

APPENDIX

These Direct Action Models have been recommended by members of Forum 3.

1. PORCHESTER SCHOOL SYSTEM — Porchester, Long Island, New York

   Contact: Barbara Ryder
   Program: Third grade to junior high aged children who are unable to express themselves through writing are using low-cost videotape equipment to express their ideas.

2. BOSTON CHILDREN'S MUSEUM — Jamaicaway, Boston, Mass. 02130

   Contact: Michael Spock
   Program: Explores new ways to offer intense, provocative, and useful experiences with real materials to the child who must learn to cope with the increasingly tough and demanding world.

3. JUNIOR ART CENTER — Barnsdall Park, 4814 Hollywood Blvd., Los Angeles, Calif. 90027

   Contact: Claire Isaacs Deussen
   Program: Provides 5 to 17-year-olds with a variety of experience in the arts. The emphasis is primarily in the visual arts, but the program occasionally includes classes and performances in other artistic forms.

4. PROJECT PLACE — 31½ Dwight Street, Boston, Mass. 02118

   Contact: Emmett Folgert
   Program: A runaway house offshoot which reaches 10 to 12-year-olds who have been involved in drugs.

5. MERRILL PALMER INSTITUTE — 71 East Ferry, Detroit, Michigan 48202

   Contact: Clark Moustakas
   Program: Developing a fuller use of human potential through inner city children (infancy through 9 yrs.), schools, and families. The Institute is attempting to create a richer, fuller life for the inner city and, in turn, learn from them.

(THIS IS A WORKING COPY - SUBJECT TO MODIFICATION.)

6. MONTESSORI CENTER ROOMS INC. — 2121 Hatmaker St., Cincinnati, Ohio 45204

Contact: Mrs. Thomas Wallace
Program: An experimental cross-cultural, preschool education for children from the inner city and the suburbs.

7. THE CHILDREN'S PHYSICAL DEVELOPMENT CLINIC — University of Maryland, College Park, Maryland

Contact: Warren Johnson
Program: Play is used as a therapeutic and diagnostic tool to help the child improve his physical image and, consequently, other aspects of his personality such as emotional, intellectual and social.

8. ST. GEORGE'S EPISCOPAL CHURCH PLAY YARD — 207 East 16 St., New York, New York

Contact: Rev. Edward O. Miller
Program: A preschool play area sculpture where children can explore space, form, perspective, etc.

9. THE ACADEMY THEATRE — Atlanta, Georgia

Contact: Frank Wittow
Program: Teacher training in the techniques of drama that can be employed in the regular classroom. Actors from the theatre also spend three hours in the high school each day serving as resources to students and teachers. They spend one day each week giving teacher training to high school students who in turn practice in the elementary schools.

10. DISTRICT "7"
South Bronx Action Theatre — Junior High School 139, East 141 St. & Brook Ave., New York, New York

Contact: Jose Serpano
Program: Involves the community by providing jobs for students as teachers' aides, for parents as assistant teachers, and for professionals as instructors or leaders. The program offers reading, arts, community activities, cultural affairs, cultural festivals, and orientation for youth and parents.

(THIS IS A WORKING COPY - SUBJECT TO MODIFICATION.)

11. EDUCATIONAL DEVELOPMENT CENTER — Cambridge, Mass.

Contact: Peter Dow
Program: Anthropological curriculum in the elementary school to teach children how to become part of the world around them: presently studying one Eskimo family.

12. MONTESSORI TEACHER EDUCATION PROGRAM — Xavier University, Cincinnati, Ohio

Contact: Shahbaz K. Mallick
Program: A graduate program in Montessori teacher education connected with a Montessori lab school for three- to five-year-old children.

13. MOUNT McKINLEY NATIONAL PARK — Alaska

Contact: Information Center
Program: Special tours for children which draw attention to things in which they would be particularly interested.

14. COMMUNITY LEARNING CENTER — 600 N. Paca St., Baltimore, Maryland 21201

Contact: Julian Morgan
Program: Augments the schools with programs for 14- to 22-year-old dropouts, potential dropouts, and slow learners. The program operates on the storefront learning center concept with experiences that make learning fun from 10 a.m. to 10 p.m. daily.

(THIS IS A WORKING COPY - SUBJECT TO MODIFICATION.)

The forum recommends the following books dealing with the identity of the school-age child.

Aaron, David, and Bonnie P. Winawer. Creative Approach to Playspaces for Today's Children. New York: Harper, 1965.

Offers a philosophy of child's play and provides education for adults concerned with child development and welfare.

Barnfield, John. Creative Drama in Schools. New York: Hart, 1968.

Describes the use of drama as a teaching tool in the classroom.

Bronfenbrenner, Urie. Two Worlds of Childhood, U.S. and U.S.S.R. New York: Russell Sage, 1970.

Deals with comparison of children's identities in the U.S. and the U.S.S.R.; for the layman.

Dennison, G. Lives of Children. New York: Random House, 1967.

Describes free school.

Erikson, Erik. Identity, Youth and Crisis. New York: W. W. Norton, 1968.

Discusses the crisis of youth in their search for identity.

Fromm, Eric. The Art of Loving. New York: Harper, 1950.

Deals with the ways of loving, emphasizing the unprotective and the unselfish love of all ages.

Konigsburg, E. L. From the Mixed-up Files of Mrs. Basil E. Frankweiler. Atheneum, 1970.

Tells the story of two runaway boys and their experiences at the Metropolitan Museum of Art.

Lederman, Janet. Anger and the Rocking Chair, Gestalt. New York: McGraw-Hill Book Co., 1969.

Awareness with children.

Liebow, Elliot. Talley's Corner. Boston: Little Brown and Co., 1967.

Describes the problems of the relationships between men, women, and children in the Black community and the effect that economic opportunity has on them.

Moustakas, Clark. Personal Growth, The Struggle for Individuality and Values. Cambridge, Mass: Howard Doyle Publishing Co., 1969.

Gives theories and values in the emergence of identity.

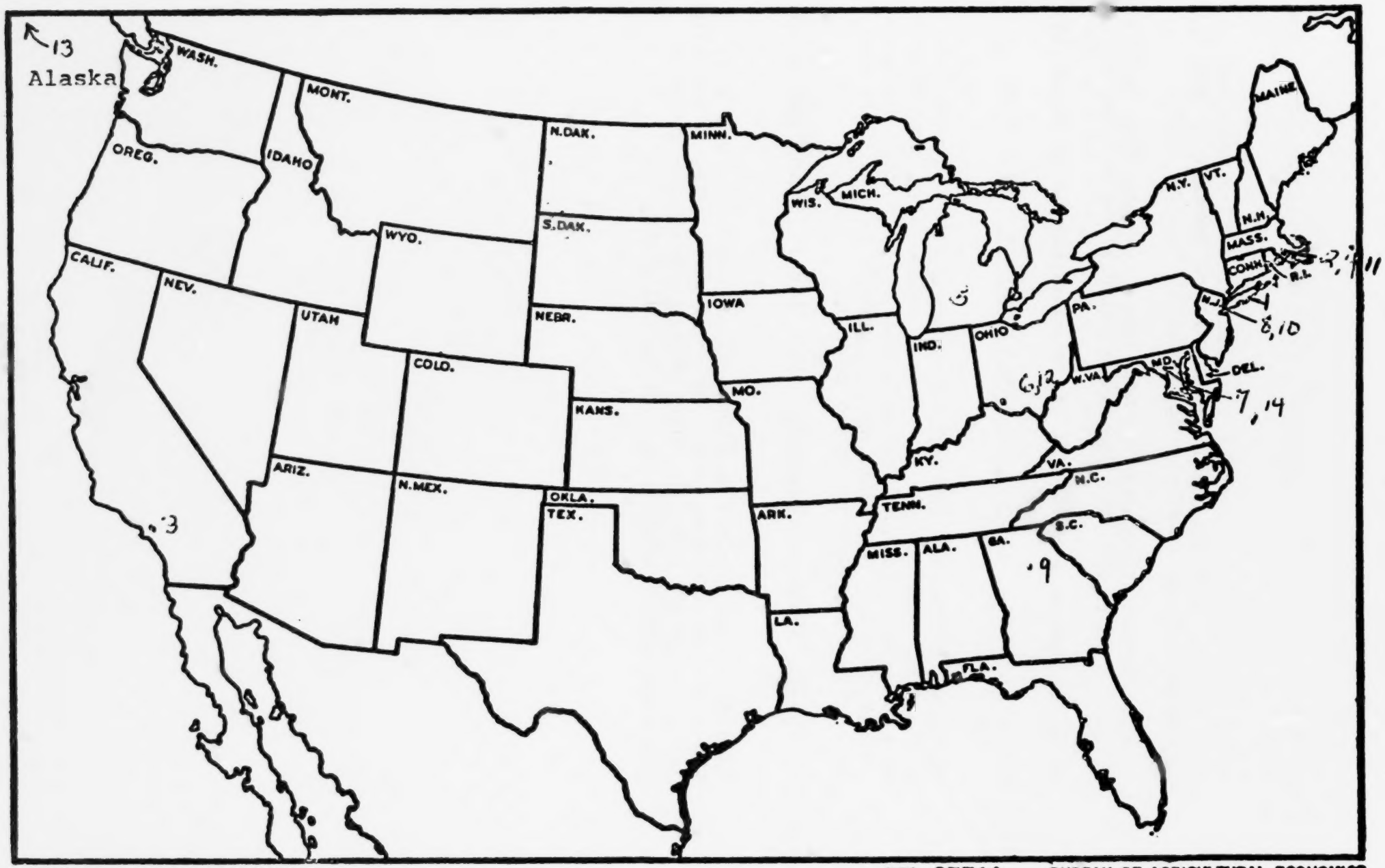
Silberman, Charles. Crisis in the Classroom. New York: Random House, 1970.

Deals with the new concepts in education and equality in education, and gives examples of successful approaches to educating the uneducatable and schools that humanize the students. The book also suggests how schools can be made mo relevant to young people.

Warner, Sylvia Ashton. Teacher. New York: Simon and Schuster, 1963.

Describes the author's personal account of work with first grade children with language problems, describing her process of helping them create their own readers. The book helps adults listen to children.

Geographical distribution of the Direct Action Models recommended by Members of Forum #3.



U. S. DEPARTMENT OF AGRICULTURE NEG. 27744 BUREAU OF AGRICULTURAL ECONOMICS

REFERENCES

1. Charles A. Reich, "The Greening of America," New Yorker September 16, 1970.

2. The "voucher" system is not new. It has been introduced to the 91st Congress in 1969 (H.R. 776) by James J. Delaney. See Colleen Campbell, "Voucher Payments and the Public Schools," Education and Public Welfare Division, September 14, 1970.

The Division of what?

(THIS IS A WORKING COPY - SUBJECT TO FURTHER MODIFICATION)

FORUM 3 MEMBERS

Jeannine Schmid (Chairman)

David Aaron (Vice Chairman)

Claire Deussen

Edgar Goff

Frances Jacobs

Judy Lethin

Shahbaz Mallick

Julian Morgan

Lee Polk

Gloria Powell

Polly Rogers

Michael Spock

Marilyn Walker

Warren Johnson

Frank Wittow

Elizabeth Roberts (Coordinator)

Dave Morrow (Coordinator)

GSA DC 71-6072